



Rubric for Scoring

Distinguished High School Applications

The scoring rubric provides a comprehensive set of quality statements that reflect a consensus of the education community about the elements that should be present in an exemplary high school. Individual schools may use the rubric for self-assessment. The rubric will be used to evaluate 1999 Distinguished High School applications based on a four-point scale (4 signifies high quality). Each rubric level is designed to be a holistic description, not a checklist. Evaluators will assign the score that *most closely resembles* the information provided in the application. In order to receive a score of 3 and 4, responses must be supported by school-specific examples and other evidence. Schools selected for recognition typically receive scores of 3 or 4. Applicants are not expected to receive scores of level 4 in all areas. In some instances level 4 describes an ideal toward which schools are encouraged to strive.

1 STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Vision, Standards, and Accountability Describe the process used by your school community for developing and communicating a common vision of what students should know, understand, and be able to do upon graduation from high school. Indicate the roles played by members of your school community. Describe how your school is developing and implementing rigorous content and performance standards. Describe how you ensure that local standards are at least as rigorous as state standards. Describe how the school and district examine school data to ensure progress toward schoolwide improvement and communicate results to the community.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>Representatives of all segments of the school community—administrators, teachers, other school staff, families, and community members—collaborate to establish and communicate a clear vision of what all students should know, understand, and be able to do upon graduation from high school. The vision reflects current research and practice and the cultural diversity of the student population. It is further defined by the Expected Student Learning Results (ESLRs). The vision statement is periodically reviewed and adjusted.</p> <p>The school has high expectations for all students. Content and performance standards for English/language arts and mathematics are in place, and standards for additional subject areas are in development. The process used to develop standards in English/language arts and math is described, including how local standards have been examined, to ensure that they are at least as rigorous as state standards.</p> <p>A school improvement plan with yearly goals has been developed by all segments of the school community. The school uses a variety of methods to evaluate the effectiveness of its overall program. The plan focuses on how the school program will help all students achieve content and performance standards. School budget items are aligned with the improvement plan.</p> <p>Results of the school evaluation process are communicated to all segments of the school community in a variety of ways that go beyond the School Accountability Report Card and student report cards (e.g., media, Web page, town hall meetings).</p>	<p>School staff, the school site council, and selected parents collaborate to establish a clear vision of what all students should know, understand, and be able to do upon graduation from high school. The ESLRs are congruent with the vision statement. The vision statement is communicated to the school community and is periodically reviewed and adjusted.</p> <p>The school has high expectations for all students. Content and performance standards in at least English/language arts and math are in place or are in the final stages of development. The process used to develop standards in English/language arts and math is described, including how local standards have been or will be examined, to ensure that they are at least as rigorous as state standards.</p> <p>A school improvement plan with yearly goals has been developed by all segments of the school community. The plan focuses on how the school program will help all students achieve content and performance standards. Efforts are underway to make sure school budget items align more closely with the improvement plan.</p> <p>Results of the school evaluation process are communicated to families and other representatives of the school community in a variety of ways.</p>	<p>Administrators and some teachers determine what students should know and be able to do upon graduation from high school. The vision statement is generally consistent with the curriculum. This information is communicated to the school community. The vision statement is periodically reviewed by staff.</p> <p>The school has high expectations for all students. Work is underway to develop content and performance standards, with development of standards in English/language arts and math in the beginning stage. The process used to develop standards is described.</p> <p>The school staff develops an improvement plan each year to evaluate some aspects of its program. There may be yearly goals. School budget items are not necessarily aligned with the plan.</p> <p>There is limited communication with families and the community regarding school evaluation results.</p>	<p>The school community has a formal statement of philosophy and goals that is kept on file at the school. It is rarely used in making curricular and staff development decisions and may not be consistent with the curriculum or reflected in day-to-day operations.</p> <p>School administrators and teachers plan to develop content and performance standards.</p> <p>It is not clear that a yearly improvement plan is in place. Administrators, staff, the school site council, or individual teachers may determine school budget items, but not as a cohesive group.</p> <p>Strategies for reporting school evaluation results to families and the community are not discussed.</p>

2 HIGH SCHOOLS—STANDARDS, ASSESSMENT, AND ACCOUNTABILITY: Student Assessment Describe how the school and district examine school data to ensure progress toward schoolwide improvement. Describe your methods of student assessment, how your assessments are aligned with your standards, and how you measure whether all students are meeting your standards. Show how teachers use assessment information to modify curriculum and instruction to improve student achievement. Provide examples of assessment in English/language arts and mathematics. Describe how students are involved in the analysis of their own work. Describe how the progress of special needs students is assessed. Describe how student results are reported to students, families, and the community. Discuss strategies used to follow up on graduates to determine the effectiveness of student programs. *Assessment methods may include, but are not limited to, teacher evaluation of student work (grades, records, checklists, portfolios); district-developed assessments, writing samples, criterion-referenced assessments, and assessments linked to instructional materials; Standardized Testing and Reporting (STAR) results, alternative language assessments (such as the Aprende, etc.), publishers' norm-referenced tests, SAT/ACT reports, Golden State results, etc.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
Teachers regularly use a wide range of assessment information to modify curriculum and instruction and to improve student achievement of standards. An assessment system based on multiple measures is in place for some areas and being developed in others. Examples of how the assessment process is used are provided in English/language arts and math.	Teachers use some student assessment information to plan for curriculum and instruction. An assessment system based on multiple measures is in place in some areas and is being developed in others. Examples of how the assessment is used are provided in English/language arts and math.	Data about student achievement may be collected sporadically in response to external demands. An assessment system based on multiple measures is being developed.	Individual teachers analyze student achievement data. There does not appear to be a direct link from student achievement to instructional practices. The school intends to develop an assessment system based on multiple measures, but no plan is described.
A variety of formal and informal data on student achievement, including assessment data relative to content and performance standards, are routinely gathered. The data are analyzed by teachers and administrators to evaluate student performance levels, improve instruction, develop curriculum, and determine professional development needs.	Student data, including assessments relative to content and performance standards, are analyzed periodically to evaluate student performance levels, improve instruction, develop curriculum, and determine professional development needs.	Although the data are viewed as a way to improve instruction, expertise in assessment and a systematic process are lacking so that few changes take place.	Assessment of student performance is viewed as separate from instruction, typically end-of-unit or semester tests. The assessments are used to determine grades. In general, instruction and curriculum are unaffected by assessment.
Students often analyze their own work, develop and conduct their own assessments, reflect on their progress, and identify their strengths and weaknesses.	Students sometimes analyze their own work, reflect on their progress, and identify their strengths and weaknesses.	Students rarely analyze their own work. Teachers use assessments to determine grades and give students feedback.	There is no evidence that students analyze their own work.
All students with special needs are assessed appropriately to accurately depict their knowledge and growth.	Some students with special needs are assessed appropriately to accurately demonstrate their knowledge and growth.	There is limited evidence that special needs students are appropriately assessed.	Assessment of special needs students is not addressed.
There is a process for communicating individual student results to families. Disaggregated assessment results are also communicated to the entire school community. Families of English language learners receive information in their primary language(s).	There is a process for communicating individual student results to families. Disaggregated results are also reported to some members of the school community. Efforts are made to communicate results to families in their primary language(s).	There is limited communication with families and the community regarding student assessment results.	Strategies for reporting student assessment results to families and the school community are not described.
The school plans and implements multiple methods of following up on graduates. The information is used to improve student preparation. The data reveal that each year more students are prepared to enter college, technical-preparation programs, and career-related jobs.	The school gathers information on the success of graduates. The information is used to improve student preparation.	The school utilizes follow-up reports from colleges and specific programs to learn about the success of graduates. Reports are given to departments for discussion, and individual subject areas may use this feedback to improve the preparation of students.	The school relies on informal reporting from parents and graduates to learn about the success of graduates. Required follow-up may be done for specific programs.

3 HIGH SCHOOLS—TEACHING AND LEARNING: Curriculum for All Students Indicate the course requirements for graduation. Use examples from English/language arts or math to describe how the curriculum is aligned with the school’s content and performance standards and articulated across grade levels. Describe how the school provides a comprehensive core curriculum for all students. Discuss the linkages among the curricular areas. Describe the school community’s involvement in curriculum development and the selection and evaluation of instructional materials.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>Rigorous graduation standards are in place that include 4 courses in English, including literature and writing; 3 courses in history/social science, including world history and geography, U.S. history, government, civics, and economics; 3 courses in mathematics, including algebra and geometry; 2 courses in laboratory science; 1 course in foreign language; 1 course in visual and performing arts; 2 courses in physical education and health; 1 course in a career pathway, including workplace learning; and 1 course in service-learning, including community service projects.</p> <p>The curriculum is aligned with content and performance standards in core areas. It is articulated across grade levels, including articulation with middle schools. Examples are provided in English/language arts or math to demonstrate the alignment with content and performance standards and articulation across grade levels.</p> <p>All students are engaged in a rigorous, relevant, and coherent curriculum that prepares them to think conceptually, solve problems, and communicate their ideas effectively. Current educational research and practices have been used in curriculum planning.</p> <p>Linkages among the curricular areas are demonstrated with examples. Rigorous curricula that integrate academic disciplines and career-vocational learning have been developed in several areas and are available in all curricular paths.</p> <p>Curriculum development and the selection of instructional materials involve district staff and the entire school community and are focused on alignment with standards. The materials reflect current educational research and practice and are examined to determine their effectiveness.</p>	<p>In some areas, graduation standards <i>exceed</i> the minimum standards specified in <i>Education Code</i> Section 51225.3. Those minimum standards include 3 courses in English; 2 courses in math; 2 courses in science including biological and physical science; 3 courses in history/social science including U.S. history and geography and world history, culture, and geography; 1 semester of American government and civics and 1 semester of economics; 1 course in either visual and performing arts or foreign language; and 2 courses in physical education.</p> <p>The school is aligning its curriculum with content and performance standards. Articulation of the core curriculum across grade levels is implemented in some areas. Examples are provided in English/language arts or math to demonstrate the alignment and articulation across grade levels.</p> <p>Most students are engaged in a rigorous, relevant, and coherent curriculum that prepares them to think conceptually, solve problems, and communicate their ideas effectively. Current educational research and practices have been used in curriculum planning.</p> <p>Linkages among the curricular areas are in place. The school has integrated academic and career-vocational curriculum in at least one area and is working on others.</p> <p>School and district staffs develop curriculum and solicit community opinion. There is a plan to align instructional materials with standards, and it may be implemented in some areas. A process is being developed to evaluate the effectiveness of instructional materials.</p>	<p>Efforts are underway to <i>increase</i> graduation requirements beyond those required by EC Section 51225.3. Specific information is provided.</p> <p>There is a plan to align the curriculum with content and performance standards when they are completed. The application makes general statements that the curriculum is articulated across grade levels.</p> <p>The application makes general statements that a comprehensive core curriculum is provided to all students.</p> <p>The school is working on integrating academic and career-vocational curriculum.</p> <p>A few members of the school community may be involved in the selection of instructional materials. School-level staff helps develop curriculum and make curriculum decisions. It is not clear whether the materials are examined for effectiveness.</p>	<p>Graduation requirements are the <i>minimum required</i> by EC Section 51225.3.</p> <p>Development of standards is still in the planning stages. Articulation of the curriculum across grade levels is not addressed.</p> <p>It is not clear whether a comprehensive core curriculum is provided for all students. Students may receive a different curriculum based on perceived ability levels.</p> <p>There is no evidence that the school is working on integrating academic and career-vocational curriculum.</p> <p>There is no comprehensive, well-thought-out process for the selection of instructional materials. Materials may be purchased by individual teachers to enhance or extend their lessons. The effectiveness of the materials is not addressed.</p>

4 HIGH SCHOOLS—TEACHING AND LEARNING: Instructional Practices Describe how all students are involved in challenging learning experiences that integrate higher order thinking skills with application of new knowledge and skills. Describe how the school assumes accountability for students achieving standards and how students are encouraged to take increasing responsibility for their own learning and achievement of standards. Discuss expectations for student levels of effort, grouping strategies, instructional practices, student projects, service-learning, learning experiences beyond the limits of the textbook and classroom, or any other factors that are appropriate to your instructional program. Describe the library-media services that support the curriculum.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>The school demonstrates a focus on student learning and clearly indicates ways in which the school assumes accountability for student achievement of standards. Instructional practices emphasize high expectations for all students in core academic areas. Students are expected to be responsible and productive and to hold high expectations for themselves.</p> <p>Students work both collaboratively and independently. Instructional groupings vary with the nature of the task. In some situations, teachers and students work together as co-learners. Learning experiences are varied and allow students opportunities to formulate and solve problems, communicate with others about their work, and create products that they value. All students have opportunities to create, perform, and respond to artistic stimuli in visual and performing arts.</p> <p>Students work outside of the classroom, in worksites, or community-related activities and participate in information-seeking activities and/or service-learning.</p> <p>Learning activities are supported by a high-quality library/media center with full-time credentialed library/media staff, current technology, and learning resources to meet the diverse needs of students. The library/media center is available to students and families beyond the school day.</p>	<p>The description indicates a focus on student learning and that the school assumes accountability for student achievement of standards in core academic areas. Expectations for all students are generally high. Students are expected to be responsible and productive.</p> <p>Students work in groups and independently, and instructional groupings vary with the nature of the task. Learning experiences are varied and oriented toward problem-solving.</p> <p>Students occasionally work outside of the classroom, in worksites, or community-related activities and participate in information-seeking activities and/or service-learning.</p> <p>Learning activities are supported by a library/media center with full-time paid staff, current technology, and a variety of learning resources. The library is open during the normal school day.</p>	<p>The importance of focusing on student learning rather than teacher convenience is discussed. Expectations for most students are generally high. Expectations for special needs students are discussed.</p> <p>There are general statements that students work in groups and independently. There is a discussion of the importance of varied grouping strategies.</p> <p>The school is working on approaches that will afford students a greater variety of learning experiences. Some field opportunities are available for students.</p> <p>Learning activities are supported by a library with part-time paid staff. Some technology and learning resources are available.</p>	<p>There is no indication that the school has addressed the issue of student learning versus teacher convenience. Information presented does not focus on high expectations for student effort and performance.</p> <p>There is no discussion of grouping strategies, or of the importance of such strategies. Descriptions of instructional practices are largely focused on teacher needs rather than student learning needs.</p> <p>There is no mention of field opportunities for students.</p> <p>Learning activities are supported by a library kept open by volunteers.</p>

5 HIGH SCHOOLS—TEACHING AND LEARNING: Teacher Professionalism Describe the processes that support teacher professionalism. Describe the professional development activities that are provided, particularly in English/language arts and mathematics, who participates, and how the activities are selected. Discuss support activities designed for new teachers. Describe the opportunities that are available for teachers to collaborate with other teachers, broaden their knowledge, provide mentoring and other leadership, and participate in decision making. *Discussion may include, but is not limited to, participation in Subject Matter Projects, collaborative networks, and professional organizations; Beginning Teacher Support and Assessment Program; Bilingual Teacher Training Program; internships; structured mentoring/coaching relationships; teacher release time and/or regular collaborative time; service-learning; maintenance of a professional library; etc.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>Professional development focuses on preparing teachers to help students achieve content and performance standards and the ESLRs. It also aims to strengthen subject-matter expertise, classroom management skills, and learning support strategies. Training related to special needs students reflects the demographics of the school. There is a comprehensive plan for professional development, and its effectiveness is evaluated based on student assessment data.</p> <p>New teachers are carefully selected, supported, and monitored with a professional development plan and qualified support providers.</p> <p>Teachers are empowered to make decisions about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. Opportunities are routinely scheduled for teachers to work and plan collaboratively, share current educational research, and reflect on classroom practices. They have opportunities to articulate with middle schools and the community college and other postsecondary entities about the students they serve in order to facilitate positive transitions for students and families. Teachers are recognized for making exceptional efforts with students. Job satisfaction is high.</p> <p>Teachers are encouraged to expand their roles, grow professionally, and use best practices based on research. Teachers are encouraged to participate in professional development at the school, district, county, and regional levels. Opportunities are provided at staff meetings for teachers to share what they learned from their professional development. Other school staff members frequently provide staff development for their colleagues. All members of the school staff are viewed as an essential part of a team to enable students to succeed.</p>	<p>Professional development focuses on preparing teachers to help students achieve content and performance standards. Professional development also includes strengthening subject-matter expertise, classroom management, and learning support strategies. Training related to special needs students reflects the demographics of the school.</p> <p>New teachers are selected, carefully supported, and monitored with a professional development plan.</p> <p>Teachers are empowered to make decisions about curriculum, instruction, discipline, teacher and program evaluation, school operations, etc. There are frequent opportunities for teachers to work and plan collaboratively and to share information. They may have some opportunities to articulate with middle schools and the community college and other postsecondary entities about the students they serve in order to facilitate positive transitions for students and families.</p> <p>Teachers are encouraged to participate in professional development at the school, district, county, and regional levels. Opportunities are provided at staff meetings for teachers to share what they learned from their professional development. Other school staff members attend meetings and professional development activities, and there is recognition that everyone plays a part in student success.</p>	<p>Plans are being developed to have professional development focused on helping students achieve content and performance standards. Professional development may include strengthening subject-matter expertise, classroom management skills, and learning support strategies. Training related to special needs students is discussed, but it may not be clear whether it reflects the school's demographics.</p> <p>Support for new teachers may be limited to a mentor teacher.</p> <p>Some teachers serve on committees in the school such as the school site council or the student study/student success team. Teachers and administrators are working on increasing teacher involvement in the operation of the school. There are some opportunities for teachers to work and plan collaboratively and to share information.</p> <p>Teachers participate in professional development opportunities at the district, county, or regional level, but support by the school is limited. Opportunities to share information are limited. Other school staff members are recognized as resources for student learning, but only relative to job title and function.</p>	<p>The professional development program is determined by individual teachers based on their interests and classroom needs. Training related to special needs students, if discussed at all, is not connected to the school's demographics.</p> <p>There is no evidence of support for new teachers.</p> <p>The principal makes most of the decisions about the school with suggestions from some teachers. Teachers have little opportunity to work and plan collaboratively and to share information.</p> <p>Teachers do not attend workshops and in-services consistently. The school or district does not provide fiscal support of professional development activities. School staff members other than teachers are not recognized for the part they play in student achievement.</p>

6 HIGH SCHOOLS—TEACHING AND LEARNING: Integration of Technology Discuss the ongoing process of integrating technology into the total school program. Describe your plan for technology use. Discuss how professional development needs are met. Show how students, teachers, library/media teachers, other support staff, and community and business partners are provided information and various learning resources. Include the accommodations that have been made to ensure appropriate technical assistance for staff and students. Include examples of usage data (e.g., the number of computers, frequency of usage, population of users, etc.). Describe the extent of electronic networking infrastructure throughout the site and beyond. Explain funding, and describe how your school uses family and community resources and is involved in regional coordination to maximize effectiveness of technology integration.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>Teaching, learning, and administration of school programs are accomplished with appropriate technology such as computers, telecommunications, and other media. Technology is used to help students increase their knowledge and skills, expand the depth and scope of curriculum, and obtain information outside the classroom. High-quality training for the effective use of technology in the teaching/learning process is provided on an ongoing basis.</p> <p>All students and school personnel have convenient access to and use a wide array of information and learning resources in a variety of formats. Usage data reflect use of the Internet, on-line networks, databases, etc., by teachers, parents, students, and community members. Teachers and students use technology in a variety of learning activities.</p> <p>A well-structured organization of contacts for technical assistance provides timely help. An on-site lead person has been identified for immediate needs, and the staff has access to outside assistance as necessary.</p> <p>The impetus for change is a clear vision of the instructional, learning, and administrative advantages that can be provided through technology. Well-planned electronic networking at the site and beyond is in place or being implemented. Evaluation of effectiveness is built into the planning structure. There is a plan to update essential technology.</p> <p>The funding of technology is used to enhance the quality of education provided for students. Technology is integral to all regular, categorical, and special programs. A broad range of opportunities to collaborate and share resources with outside sources have been utilized.</p>	<p>Teaching, learning, and the administration of school programs are accomplished with appropriate technology. Technology is used to help students increase their knowledge and skills and to expand the depth and scope of the curriculum. Training for the effective use of technology in the teaching/learning process is provided.</p> <p>All students and school personnel have access to a wide array of information and learning resources through technology. Teachers guide their students in the use of technological tools.</p> <p>Staff proficient in technology is available on site to provide technical assistance. Coordinated technology assistance may be provided at the district level.</p> <p>Planning and implementation of electronic networking at the site and beyond are underway. The advantages of using technology in instruction and administration are well understood.</p> <p>Use of technology is seen as appropriate to all regular, categorical, and special programs. Numerous opportunities to obtain funding from outside sources have been sought.</p>	<p>Technology is used primarily as a tool to assist teachers in the management of the instructional program. The school is developing a program in which technology will be used to expand the curriculum. Some training for the use of technology is provided.</p> <p>Technology is available to students for specific purposes such as word processing or information retrieval. Technology is available for those who are most interested or most in need, but it is less accessible to general students.</p> <p>Some technology assistance is provided.</p> <p>A plan exists for networking within the site.</p> <p>Opportunities to obtain funding from outside sources are being explored.</p>	<p>Technology is used primarily as a record-keeping and data collection tool for teachers. Student access to technology, if any, is limited to beginning computer literacy and/or drill and practice. Technology training is rarely offered.</p> <p>Some access to electronic information and learning resources is available; however, learning and information resources are primarily print-based.</p> <p>No on-site technology assistance is formally available.</p> <p>No technology plan exists within the school.</p> <p>Funding for technology is extremely limited. Opportunities to obtain funding from outside sources have not been considered.</p>

7 HIGH SCHOOLS—SUPPORT FOR STUDENT LEARNING: School Culture Describe the culture of the school. Describe how the school environment includes all students, ensures learning for all students, and prepares them to become lifelong learners. Discuss how the school’s policies and practices promote courtesy, respect, and appreciation for diversity. Describe the strategies used to ensure that students feel connected to the school.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>The culture of the school reflects energy; enthusiasm; a commitment to excellence; and active support of ways to achieve the school’s vision. The school community is a model learning environment that prepares students to become lifelong learners. Students are fully engaged in activities and processes that able them to master future planning and to learn how to learn.</p>	<p>The culture of the school reflects a commitment to excellence and active support of ways to achieve the school’s vision. The school staff is discussing the need for students to become lifelong learners and are encouraged to provide students with opportunities and activities that promote lifelong learning.</p>	<p>The school shares a common sense of purpose and values effective past practices. The school recognizes the need to extend the application of knowledge. Students are able to apply some research skills and knowledge of information systems for future use.</p>	<p>A shared culture and common sense of purpose is not described. The primary focus is on the staff’s effectiveness in terms of class management, curriculum coverage, and student performance. Instructional strategies focus on isolated content, skills, and ideas.</p>
<p>Courtesy, respect, and appreciation for diversity are modeled and reinforced by the school’s policies and practices.</p>	<p>Efforts to promote respect and appreciation for diversity are visible in policies and practices.</p>	<p>There is evidence of staff efforts to establish a climate that promotes respect for others and appreciation for diversity.</p>	<p>Strategies that promote respect for others and appreciation for diversity are not addressed.</p>
<p>Classes in most program areas reflect the diversity of the school. All students receive continual encouragement to meet the challenges of a comprehensive curriculum.</p>	<p>Classes in most program areas reflect the diversity of the school. All students are continually encouraged to meet the challenges of a comprehensive curriculum.</p>	<p>Classes tend to be grouped homogeneously rather than reflect the diversity of the school.</p>	<p>Distribution of students through classes does not reflect the diversity of the school.</p>
<p>Each student has a contact among the faculty and/or staff who takes a personal interest in the student’s progress and helps to ensure that the student is receiving sufficient support.</p>	<p>There is a schoolwide effort by teachers and staff to know the students as individuals and provide support and guidance whenever possible.</p>	<p>Teachers know the levels of their students, demand less rigorous work from students they perceive as being at lower levels, and provide support and encouragement accordingly.</p>	<p>Teachers focus on academics, other staff focus on the routines of running the school, and students may have little or no personal contact with adults.</p>
<p>A successful system is in place to ensure that all students are connected to the school and community through the academic program, academic competitions, extracurricular and co-curricular activities, student leadership activities, group membership, clubs, sports, service organizations and service-learning, etc. School-sponsored activities are tied to the schoolwide vision of success for all students. There is evidence that most students participate in these activities and that participation reflects the diversity of the school.</p>	<p>A system is in place to connect all students to the school and community through the academic program, academic competitions, extracurricular and co-curricular activities, student leadership activities, group membership, clubs, sports, service organizations and service-learning, etc. Evidence shows that many students participate in a variety of school-sponsored activities designed to maximize opportunities for success.</p>	<p>Efforts to connect students to the school are limited. Students who qualify are encouraged to participate in school-sponsored activities. The activities have open membership and tryouts. Participation often follows a pattern determined by students’ peer and social groups.</p>	<p>School-sponsored activities are independent from academic learning. Few students participate in school activities.</p>

8 HIGH SCHOOLS—SUPPORT FOR STUDENT LEARNING: Curricular Paths and Student Guidance Describe how students are prepared so that at graduation they are ready to enroll in a college or university, continue their education with a focus on technical preparation, or directly enter the workforce. Describe the resources and opportunities students have to prepare their personal learning plans in order to accomplish their post-high school goals. Describe the school’s approach to guidance and counseling. Discuss how families are supported in helping their students make informed decisions about academic options. Describe how the education program accommodates changes in student interests. Discuss programs to support students from groups traditionally underrepresented in colleges and universities.

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<p>All students enroll in sequences of courses that prepare them academically for success in postsecondary education and career-related preparation. The curriculum and course sequences build on the academic foundation, and many have themes or links to community resources.</p> <p>Technical preparation programs are in place that will enable students to begin career preparation in high school and complete that preparation in community colleges or other institutions of higher learning.</p> <p>All students, including those in categorical programs and those experiencing difficulty in achieving academic success, have personal learning plans that are viewed as flexible blueprints to ensure that they meet or exceed standards and ESLRs. These plans are developed through collaboration of the student, school staff, and parents.</p> <p>Students’ plans and programs are revisited regularly, and changes are made to reflect the students’ current interests, goals, and needs. Students are supported in transitions between curricular paths and from level to level.</p> <p>The approach to guidance and counseling is schoolwide, focusing on students’ personal and academic interests and goals. Credentialed guidance and counseling staff and the entire school staff work with students to determine learning styles, interests, and postsecondary goals. All students are encouraged to set high goals for themselves and are helped to select courses that keep their options open.</p> <p>Programs include students from groups traditionally underrepresented in colleges and universities in courses that prepare them for academic success in high school. A variety of support strategies are provided to help them succeed. Data are collected to track progress. Evidence of success is provided.</p>	<p>Upon graduation, students are academically prepared to choose from a variety of options that include college and/or technical preparation, or jobs. Students are encouraged to take academic and career-related courses that will prepare them to be successful in college or move quickly beyond entry-level positions.</p> <p>Technical preparation programs are in place that will enable students to begin career preparation in high school and complete that preparation in community colleges or other institutions of higher learning.</p> <p>Most students, including students with special needs, receive guidance in developing personal learning plans based on their postsecondary plans, performance levels, and interests. The plans are used as a basis for course selection and to monitor student progress in achieving the ESLRs.</p> <p>The school is able to accommodate students’ requests for changes in their programs when their interests, goals, and needs change.</p> <p>Guidance designed to increase student awareness of career and postsecondary education options is provided. The school’s counseling and guidance staff or advisers explain the connections between course/program selections and postsecondary options. Students are encouraged to select courses that keep their options open.</p> <p>Programs include students from groups traditionally underrepresented in colleges and universities in courses that prepare them for academic success in high school. A variety of support strategies are provided to help them succeed.</p>	<p>Students are able to take college preparatory classes, career-vocational programs, and general education classes that allow them to prepare for college, technical school, or jobs.</p> <p>Technical preparation programs are being designed that will enable students to begin career preparation in high school and complete that preparation in community colleges or other institutions of higher learning.</p> <p>Students are helped to develop plans at the beginning of 9th or 10th grade that lay out a sequence of courses to be taken. When students are scheduled into programs, they are generally required to remain enrolled for the year.</p> <p>The school provides students and parents with basic information about graduation requirements and college entrance requirements and application dates.</p> <p>Students receive guidance in selecting courses based on their meeting prerequisites and on their perceived chances for success. They are encouraged to take courses that lead to college or job preparation.</p> <p>Students from groups traditionally underrepresented in colleges or universities are encouraged to prepare for postsecondary education only if they excel in academic course work.</p>	<p>Students are tracked into courses that are designed to prepare them for success only at their perceived ability levels. Students have few options for changing once they have been assigned to a track.</p> <p>The school is exploring connections with community colleges or other institutions to support articulated technical preparation programs.</p> <p>Some students are helped to develop plans at the beginning of 9th or 10th grade that lay out a sequence of courses to be taken.</p> <p>The learning plans may be periodically shared with the students and parents to inform them of student progress in meeting requirements.</p> <p>Students’ personal learning plans are used primarily for scheduling classes and include checklists of required courses for graduation and/or college. Understanding the connections between high school, college, and careers is viewed as the responsibility of the student.</p> <p>There is no evidence that students from underrepresented groups are provided extra help or encouragement to prepare for postsecondary education.</p>

9 **HIGH SCHOOLS—SUPPORT FOR STUDENT LEARNING: Personalized Learning Support** Describe the learning support services and personalized assistance provided to all students and those with special needs. Identify the special needs and at-risk student population at this school. Describe the processes by which special needs and at-risk students are ensured access to the core curriculum and helped to achieve the ESLRs. Include evidence that learning support services are working. *Special needs and at-risk students include gifted and talented students; English language learners; students from culturally and ethnically diverse backgrounds; students receiving special education services; students not achieving their identified learning potential; students not meeting the school's performance standards; students in individualized programs; pregnant and parenting teenagers; students with physical and mental health needs; students who exhibit behavior problems; students who do not attend school regularly; and/or students who are experiencing problems outside the school.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>The school takes responsibility for meeting the needs of all students. There is a coordinated process by which students with special needs are identified and help is provided. Administrators, teachers, counselors, families, other school staff, and community members work together to determine successful interventions. Strategies such as an Academic Support Learning Center, use of a student study team or student success team, and family-school compacts determine how the school and family will help the student succeed. Evidence demonstrates that those interventions have been successful.</p> <p>The school provides a comprehensive school counseling program for all students that is primarily preventive but includes provisions for resolving recurrent problems (EC Section 49600). The program is provided by credentialed school counselors.</p> <p>The school provides a well-thought-out and comprehensive approach to meeting the needs of special needs and at-risk students. These students are provided full access to the core curriculum. Additional learning support services are provided to this population of students to ensure that they are successful. Special education students are transitioned to and supported in mainstream classes, including full inclusion. English language learners are provided access to the core curriculum and effective instruction to acquire English language skills. Evidence shows that support services are having positive results.</p> <p>Students who need health-related or other types of interventions are referred, with family approval, to support services that meet their needs. When possible, services are coordinated with the school site.</p>	<p>The school uses its resources and those of families and the community to assist students who are experiencing difficulties. Responsibilities may not be clearly defined. The school staff works with families to identify successful interventions. Strategies such as use of a student study team (or student success team) and family-school compacts determine how the school and family will help the student succeed. There is evidence that interventions have been successful.</p> <p>The school provides a counseling program for all students that focuses on resolving problems through early intervention.</p> <p>Special needs students are provided access to the core curriculum, and additional learning support services are provided. Schools with large numbers of special needs students are clearly working to improve ways of meeting their needs. Information is provided on ways in which special education students are transitioned to mainstream classes. English language learners are provided access to the core curriculum and instruction to acquire English language skills.</p> <p>Students who need health-related or other types of interventions are referred, with family approval, to support service providers that meet their needs.</p>	<p>The school takes some responsibility for meeting the needs of all students, and evidence shows that those efforts have resulted in some success. Individual teachers develop plans to help students succeed.</p> <p>The school counseling program is focused on remediation and problem solving.</p> <p>There is general information that special education students are being mainstreamed. Discussion of other special needs groups may focus on remediation. Some special needs students may be provided access to the core curriculum and may meet the same standards as other students. It is not yet clear the way in which English language learners will be provided support in acquiring English language skills.</p> <p>Families may be informed of indications that their students may need health-related or other interventions, but no assistance is provided.</p>	<p>It is not clear whether anyone at the school takes responsibility for helping students with special needs to succeed in school.</p> <p>The school does not provide a comprehensive counseling program.</p> <p>No evidence is provided that special needs students are provided with the core curriculum or that they are able to meet the same standards as other students. Discussion focuses on remediation. The issue of English language acquisition is not addressed, although school demographics may indicate the presence of English language learners.</p> <p>There is no evidence that the school takes responsibility for making sure that families are informed about, and students are referred for, services where needed.</p>

10 HIGH SCHOOLS—SUPPORT FOR STUDENT LEARNING: Safe and Healthy Schools Describe strategies used to ensure a safe, clean, and secure learning environment that reflects the importance of education in our society. Describe programs and strategies to ensure that the school is free from drugs, alcohol, tobacco, crime, and violence and that healthy student behavior is promoted. Describe standards for student behavior and strategies for conflict resolution. Discuss how the school supports the coordination of health, social, and law enforcement services for students and families in the community.

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>There is a positive schoolwide focus on the safety, health, and well-being of students. The school has a comprehensive Safe School Plan. It also has research-based programs to promote students' healthy behaviors in the areas of nutrition and physical activity and to prevent drug, alcohol, and tobacco use; HIV/AIDS and STD; and teenage pregnancy. Evidence of success is demonstrated in an annual research-based assessment of school environment factors (e.g., California Safe School Assessment report, Healthy Kids Survey).</p> <p>Expectations for behavior at the school and in the community are well known and accepted by students. Courtesy, respect, and appreciation for diversity are modeled by school staff and reinforced by the school's policies. Students are educated on the issue of sexual harassment. There are programs to help students learn to deal with conflict in a nonviolent manner, such as conflict resolution, mentoring, and peer mediation. Evidence of success or progress is provided.</p> <p>The school has well-established partnerships with health, mental health, and social service providers as well as local law enforcement agencies to coordinate services to students and their families. The support system is well coordinated, accessible, and affordable. Evidence of success in meeting student needs is provided.</p> <p>The physical environment of the school reflects the importance of education in society. Resources, including those from the community, are provided to ensure that the buildings and grounds are clean and in good repair. School and classroom environments are stimulating and reflect pride in school and student work. A posted notice announces that the school is a tobacco-free and drug-free campus.</p> <p>The campus is closed to nonstudents, and students are not allowed to leave campus during the school day without permission.</p>	<p>There is a positive schoolwide focus on the safety, health, and well-being of students. The school has a comprehensive Safe School Plan. It also has research-based programs to promote students' healthy behaviors in areas important for young adolescents and as required by law. Evidence of success in these areas is described.</p> <p>Expectations for behavior at the school and in the community are disseminated and discussed on request. Efforts to promote respect, appreciation for diversity, and conflict resolution skills are visible in programs and policies.</p> <p>The school works closely with health, mental health, and social service providers and also collaborates with law enforcement agencies to provide services to students and families. There is evidence of some coordination of services by the school.</p> <p>School repairs and maintenance are completed when possible, but the process may not be proactive or ongoing in nature. School and classroom environments are stimulating and reflect pride in school and student work.</p> <p>There is evidence that the campus is secure. Policies regarding students leaving school are described and justified within reasonable context.</p>	<p>Policies and procedures to ensure a secure environment and student well-being are described. Evidence is provided to show that students, families, and school staff believe the school is safe and secure. The school has programs to promote students' healthy behaviors.</p> <p>Expectations for behavior are not clear. Staff is working to establish a climate that promotes respect and appreciation for diversity. Formal, well-thought-out processes for building conflict resolution skills are not in place.</p> <p>The school is developing a process for coordinating health, mental health, and social services for students and families. There is limited collaboration with law enforcement agencies.</p> <p>The school community has explored resources for making needed repairs or enhancing the facilities or campus. The condition of the campus and classrooms does not meet expectations of cleanliness and school pride.</p> <p>Some policies and procedures to ensure campus security are described.</p>	<p>Issues relating to student safety, health, and well-being are generally addressed.</p> <p>There is no discussion of expectations for student behavior or of efforts to integrate personal and social skills enhancement into the school program. Strategies that promote respect, appreciation for diversity, and peaceful resolution of conflict are not addressed.</p> <p>The school may refer students and families to health, mental health, and social services providers where needed. There is no evidence of collaboration with law enforcement agencies.</p> <p>It does not appear that the school community has explored resources for making needed repairs or enhancing the facilities or campus. The campus and classrooms may show evidence of graffiti, disrepair, neglect, and/or lack of school pride.</p> <p>The issue of campus security is not addressed.</p>

1 **1** HIGH SCHOOLS—PARTNERSHIPS AMONG FAMILIES, SCHOOLS, AND COMMUNITIES: Family Involvement Describe the strategies and activities used to ensure that families—which may include parents, grandparents, aunts, uncles, foster parents, stepparents, guardians, or other caregivers—are collaborative partners in the education of their students’ and that teachers and families are encouraged to work together for the benefit of the students. Describe how the school communicates with families, including those who are not fluent in English if there are other language groups in the community. *Discussion may include, but is not limited to, strategies and activities that you use to support families in their roles as leaders and decision makers in school programs and policies; as teachers and supporters of their students’ learning; as communicators between the home and the school about their children’s progress; and as informed consumers of the educational and support services provided by the school and the broader community.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>The school has a comprehensive and systematic plan to effectively collaborate with families and community members to help students achieve schoolwide standards. They are viewed as critical members of the school leadership team and participate in determining a common vision for the school.</p> <p>Families are offered a variety of options for contributing to the success of students and the school. Many family and community members volunteer at the school and participate as decision makers. They receive information and/or training to help them be active participants in decision making and supporting student learning. Teachers are trained to work effectively with families.</p> <p>A variety of strategies to promote two-way communication are described. They exceed traditional methods and may include a Web page, town hall meetings, forums, focus groups, etc. Families are informed about school issues as well as community services and resources. Families and their students are supported during transitions from middle school and from high school to post-secondary programs or jobs.</p> <p>Strategies such as family-school compacts; programs to inform families about curriculum and assessment; on-site parent centers; use of library/media resources, and programs help families support student learning. Families are offered parenting and adult education classes to support their students’ development.</p> <p>The cultural diversity of students’ families is valued throughout the school. Communication is routinely conducted with families in the appropriate home language(s).</p>	<p>Many independent connections and activities involve families and the community, but there may not be an ongoing, systematic approach to use those resources. A planning effort is underway. The school makes an effort to know the community it serves.</p> <p>The principal and some faculty members meet periodically with families to discuss specific issues. Some family members regularly volunteer at the school and serve on committees that provide resources and support for both academic and nonacademic issues.</p> <p>The school regularly communicates with families about its programs, policies, events, procedures, and deadlines through newsletters, bulletins, local media, etc. Some attempts are made to encourage two-way communication between the home and school about a student’s needs or schoolwide student needs.</p> <p>A variety of strategies are used to inform families about curriculum and assessment and to help families support student learning.</p> <p>The cultural diversity of students’ families is acknowledged and respected. Communication is often conducted in the appropriate home language(s).</p>	<p>The school tries to use the skills and talents of family members who offer to participate, but there is no overall plan for outreach to expand opportunities for family involvement at the school.</p> <p>Families participate in social and extracurricular activities and booster clubs that support those activities. Family members occasionally serve in advisory roles to offer opinions on policy decisions.</p> <p>The school periodically informs families about programs, policies, events, procedures, and deadlines through traditional methods. Communication is primarily from the school to the home, although the school responds to inquiries.</p> <p>Families receive information about supporting student learning through parent-family/teacher conferences, report card comments, and newsletters.</p> <p>The cultural diversity of students’ families is acknowledged and respected. Communication is sometimes conducted in the home language(s).</p>	<p>Families typically are involved in traditional activities, such as fundraising and driving on field trips, rather than as a primary resource for students’ academic success.</p> <p>Families participate in social and extracurricular activities and booster clubs that support those activities. Often the same families are the only ones actively involved. Families are not encouraged to play a role in academic or policy decisions.</p> <p>Communication between the school and families appears to be limited and generally one way.</p> <p>There is no evidence that families are given assistance in supporting student learning.</p> <p>The cultural diversity of families may be acknowledged. The issue of home language communication is not addressed.</p>

1 2 HIGH SCHOOLS—PARTNERSHIPS AMONG FAMILIES, SCHOOLS, AND COMMUNITIES: Community Connections Describe the mechanisms that are in place to ensure that the school and community are engaged in partnerships that support student learning. Discuss relationships the school has developed with other schools and within the surrounding community. Discuss opportunities provided for students to learn about careers and to understand the connection between school and careers. Describe the school’s efforts to engage the interest of and involve the non-parent community who do not have school-age children in the school. *The “community” may include, but is not limited to, other elementary, middle, and/or high schools, community agencies, businesses, industries, government agencies, community organizations, colleges and universities, and other entities appropriate to the area. Examples of the benefits of school-community partnerships may include, but are not limited to, supporting students in achieving academic standards, strengthening students’ sense of civic responsibility, demonstrating that their involvement can have a positive impact on their community, and increasing student knowledge through experiences beyond the classroom.*

4. Makes a Strong Case	3. Makes an Adequate Case	2. Makes a Limited Case	1. Makes a Minimal Case
<p>The school has well-established collaborative partnerships with businesses, community entities, and other schools. Relationships are designed not only to provide monetary or material support to the school, but also to strengthen curriculum, expand student learning experiences, and provide opportunities for students to contribute to their community. The school-community partnerships have had a positive influence on students.</p> <p>The school actively participates in partnerships with postsecondary institutions, business, industry, and community entities to promote career experiences and awareness. Students receive technical training, scholarships, explore secondary options, participate in internships, job-shadowing, projects, service-learning, mentorships, etc., and understand the relationships between course work, future career opportunities, and their academic performance.</p> <p>Community members are actively involved in the teaching and learning process. The school collaborates with the community when developing curriculum and instruction by including the talents and skills of families and other community members.</p> <p>The school has successful strategies to engage the interest of and involve its nonparent community and enjoys a high level of public confidence.</p>	<p>The school has some partnerships with businesses, community entities, and other schools. These partnerships provide monetary or material support to the school and some opportunities for students to contribute to their community. The school-community partnerships have had a positive influence on students.</p> <p>The school has some collaborative programs with postsecondary institutions, business, industry, and community entities to provide resources to enable all students to understand the connections between course work, future career opportunities, and their academic performance.</p> <p>The school is working with community entities to expand the curriculum by including the talents and skills of families and other community members. Community member serve on a variety of schoolwide advisory groups.</p> <p>The school has some strategies to engage the interest of and involve its nonparent community.</p>	<p>The school may have a few partnerships and is developing others. These partnerships primarily provide monetary or material support to the school. The school-community partnerships have some influence on students.</p> <p>The school encourages all students to consider postsecondary education and career options. Partnerships with some recruiters for targeted groups are established on campus. The school may make use of additional community/business resources to help prepare students to pursue their academic and occupational goals.</p> <p>The school has relationships with local entities, but these relationships are not specifically focused on ways to include the talents and skills of families and community members. Community members participate on advisory committees for specific programs.</p> <p>The school is developing a plan to engage the interest of and involve the nonparent community.</p>	<p>There is no discussion of partnerships.</p> <p>The school has linkages with postsecondary institutions aimed at high-performing students. In general, students’ academic experience is not linked directly with career exploration and options. Upon graduation, students may be unaware of how their high school experience has prepared them for life outside school.</p> <p>Community members are included as occasional guest speakers or as required members of advisory committees. They are used to validate what has been developed by the school staff.</p> <p>The school is aware of the importance of involving the nonparent community, but there are no efforts to do so at this time.</p>

Selected References

The publications data were supplied by the School Recognition Program Office. Questions about the materials should be addressed to the office at 916-657-3810. Publications by the California Department of Education may be obtained by calling the Sales Office, Publications Division, at 916-445-1260.

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